

California School for the Deaf, Riverside

3044 Horace Street • Riverside, CA 92506

(951) 248-7700

**Serving Students
in Preschool
through Grade
Twelve**



Administration

**Mal Grossinger
Superintendent**

**Alyce Berard
Director of
Instruction**



2009-10 School Accountability Report Card

Published in the 2010-11 School Year

Mission Statement

CSDR offers comprehensive educational and extra-curricular programs that prepare students to achieve their full academic, social, and career potential.

School Vision

That CSDR be a school known for:

- a culture of high expectations and rigorous instruction for all students
- close collaboration between parents/guardians and the school
- clear and consistent communication in both ASL and written English
- effective working relationships among staff members, administration, students, parents/guardians, and the extended community
- regular communication with all stakeholders
- access to appropriate educational pathways for all students
- a professional learning community that regularly and systematically analyzes data on student achievement and adjusts curriculum and instruction accordingly
- best educational practices based on current research
- provision of resources and assistance to parents/guardians and programs
- its dynamic role as a key part of Riverside's Model Deaf Community
- respect and appreciation for all members of its diverse learning community
- high levels of professionalism and commitment
- graduates who are self-supporting, literate, employable, and law abiding

CSDR Values

- each student as a learner with unique educational needs
- the individual and collaborative efforts of every staff member to provide quality educational and residential programs
- parents/guardians as colleagues in their children's education
- both American Sign Language and English as necessary tools to unlock learning and open doors for academic and personal development
- the unique potential of the extended Deaf Community to support the social and personal development of deaf students
- close collaborative relationships with other educational and service agencies
- the rich diversity of its students, staff, families, and community supporters
- the potential of all deaf students and their right to be equal partners in American society

School Profile

The California School for the Deaf, Riverside (CSDR) is a component of the California Department of Education, Division of State Special Schools. The school serves nearly 500 students from eleven counties in Southern California. The educational programs include: Parent-Infant Program, Early Childhood Education Program, Elementary School, Middle School, High School, Career and Technology Education Program, Special Needs Program, and Physical Education Program.

CSDR has a strong standards-based curriculum. Classroom instruction is supported by a comprehensive technology program, two professional libraries, and a diverse support staff of lead teachers, curriculum specialists, technology specialists, speech teachers, counselors, social workers, assessment specialists, and admissions and IEP specialists. The staff provide deaf and hearing role models in the academic, student services, and residential programs. Students engage in a wide variety of extra-curricular activities. Parents and community members participate in workshops, ASL classes, and activities provided for entertainment and community involvement. CSDR works closely with local education agencies and institutions of higher learning. The school benefits from close ties to the City of Riverside, the Chamber of Commerce, local businesses, the Alumni Association, the Friends of CSDR, and the local Deaf community.

CSDR occupies a beautiful 67-acre campus in the heart of Riverside, a city of 288,000, located in a region of warm summers and mild winters. Riverside lies about an hour's drive from beaches, mountain ski resorts, and the countless cultural and entertainment venues of Los Angeles and Palm Springs.

The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	11.4%
Asian	1.8%
Filipino	0.8%
Hispanic or Latino	57.9%
Pacific Islander	0.8%
White	24.9%
Two or More	2.3%

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10	08	09	10
By Subject												
English	7	8	7	57	66	71	-	-	-	-	-	-
Math	8	7	7	24	33	48	-	-	-	-	-	-
Science	6	8	7	16	15	39	-	-	-	-	-	-
Social Science	8	8	7	25	24	47	-	-	-	-	-	-

Teacher Assignment

California School for the Deaf, Riverside recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school had 64 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	School		
	07-08	08-09	09-10
Fully Credentialed	72	69	64
Without Full Credentials	7	14	14
Working Outside Subject	6	8	9

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Note: As a state agency, this school is required to keep a certain number of positions vacant. The vacancies do not reflect positions that are filled with substitute teachers.

Misassignments/Vacancies			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	4	5	5
Total Misassignments of Teachers	4	5	5
Vacant Teacher Positions	4	8	5

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	15.0%	85.0%
High-Poverty School	N/A	N/A
Low-Poverty School	N/A	N/A

Staff Development

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff. The school offers three full and 15 partial staff development days annually.

Instructional Materials

California School for the Deaf, Riverside determined in May 2011 that the school had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and in visual and performing arts for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made by a selection committee composed of teachers and administrators. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	MacMillan/ McGraw Hill	2010	Yes	0.0%
6th-8th	English/ Language Arts	Glencoe/ McGraw Hill	2010	Yes	0.0%
6th-8th	English/ Language Arts	Hampton Brown	2007	Yes	0.0%
9th-12th	English/ Language Arts	Glencoe/ McGraw Hill	2010	Yes	0.0%
9th-12th	English/ Language Arts	Center Stage	2009	Yes	0.0%
9th-12th	English/ Language Arts	Harcourt Brace	2011	Yes	0.0%
K-5	History/Social Science	Harcourt School Publishers	2007	Yes	0.0%
6th-8th	History/Social Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2003	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2002	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2007	Yes	0.0%
7th-12th	Mathematics	Glencoe/ McGraw Hill	2009	Yes	0.0%
K-6	Mathematics	Marshall Cavendish	2009	Yes	0.0%
9th-12th	Science	AGS	2004	Yes	0.0%
9th-12th	Science	Glencoe	2010	Yes	0.0%
K-5	Science	Harcourt	2009	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2009	Yes	0.0%
9th-12th	Health	Glencoe	2004	Yes	0.0%
6th-8th	Health	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Visual/ Performing Arts	Meriwether Publishing	2009	Yes	0.0%

Additional Internet Access/Public Libraries

All CSDR students have access to the Internet after school hours in study labs in the school's residential facilities. During vacations, students can access the Internet in their local public libraries.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Results of school performance are displayed in the chart.

Adequate Yearly Progress (AYP)		
School		
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API School Results	Yes	
Graduation Rate	N/A	

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school and state level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	C	C	C
Similar Schools Rank	C	C	C
All Students at the School			
Actual API Change	8	21	45

C - This is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

Growth API		
	School	State
All Students at the School	453	767
Hispanic or Latino	425	715
White	533	838
Socioeconomically Disadvantaged	439	712
English Learners	453	692
Students with Disabilities	453	580

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). ***The California School for the Deaf, Riverside does not receive Title I funding. Thus, it is not subject to Program Improvement guidelines.***

Federal Intervention Programs	
	School
Program Improvement (PI) Status	Not in PI

California Standards Test

The California Standards Test (CST) shows how well students are doing in relation to the state content standards. The CST includes English/Language Arts (ELA) and Mathematics in grades 2 through 11; Science in grades 5 and 8 through 11; and History/Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)						
Subject	School			State		
	2008	2009	2010	2008	2009	2010
English/Language Arts	7	22	21	46	50	52
Mathematics	13	24	29	43	46	48
Science	0	19	3	46	50	54
History/Social Science	0	1	3	36	41	44

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
All Students	21	29	3	3
African American	15	17	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	19	33	*	*
Pacific Islander	*	*		
White	29	28	*	7
Males	22	36	7	8
Females	19	21	*	*
Socioeconomically Disadvantaged	20	31	*	2
English Learners	21	29	3	3
Students with Disabilities	21	29	3	3

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Physical Fitness

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8%	62.5%	0.0%
7	23.1%	11.5%	23.1%
9	14.3%	20.0%	28.6%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

	CAHSEE By Subject					
	2007-08		2008-09		2009-10	
	School	State	School	State	School	State
English	0.0	52.9	4.5	52.0	0.0	54.0
Mathematics	3.0	51.3	9.1	53.3	4.2	53.4

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	100.0	0.0	0.0	95.8	4.2	0.0
Males	100.0	0.0	0.0	91.7	8.3	0.0
Females	100.0	0.0	0.0	100.0	0.0	0.0
Hispanic or Latino	100.0	0.0	0.0	100.0	0.0	0.0
English Learners	100.0	0.0	0.0	95.8	4.2	0.0
Socioeconomically Disadvantaged	100.0	0.0	0.0	100.0	0.0	0.0
Students with Disabilities	100.0	0.0	0.0	95.8	4.2	0.0



Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements		
	School	State
All Students	84.0%	*
African American	100.0%	*
American Indian	100.0%	*
Filipino	100.0%	*
Hispanic or Latino	79.0%	*
White	91.0%	*
Students with Disabilities	84.0%	*

* Data was not available at the time of publication.

Dropout & Graduation Rates

California School for the Deaf, Riverside believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The chart displays dropout and graduation rates over a three-year period. The most recent data available at the time of publication was from the 2008-09 school year.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	4.80%	4.90%	5.00%
Graduation Rate	97.40%	86.10%	71.40%

Suspensions & Expulsions

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions			
	School		
	07-08	08-09	09-10
Suspensions	211	140	170
Suspension Rate	52.8%	34.0%	44.2%
Expulsions	4	4	3
Expulsion Rate	1.0%	1.0%	0.8%

College Entrance Information

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 23 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of History/Social Science
- B: Four years of English
- C: Three years of college preparatory Mathematics (Four recommended for UC)
- D: Two years of laboratory Science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of Visual/Performing Arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of “C” or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

Students at California School for the Deaf-Riverside are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a ‘C’.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	10.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs

It is the goal of CSDR that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school’s programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work readiness skills.

Students may take the following CTE courses aligned to specific career sectors and career paths. Courses are offered on-site, and students are encouraged to take a sequence of courses to prepare them for the workforce and/or post secondary career technical programs.

- Construction Technology
- Food & Hospitality Services
- Graphic Communications

All of the above-listed courses incorporate state-adopted CTE model curriculum standards and meet district graduation requirements. All courses are evaluated through a combination of 1) mastery of employment readiness standards; 2) results of career/technical skills assessments; 3) participation in career/technical student organizations; and/or 4) placement of program completers in employment, post-secondary education, or the military.

Shelly Gravatt is the primary contact for the school’s Career Technical Education courses. For more information on CTE courses, please contact her at sgravatt@cldr-cde.ca.gov.

Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school’s pupils participate in CTE?	96
What percent of the school’s pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school’s CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Counseling & Support Staff

It is the goal of California School for the Deaf, Riverside to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The academic counselor-to-pupil ratio is 1:77. The table lists the support service personnel available at California School for the Deaf, Riverside.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Admissions Coordinator	1	1.0
Behavior Specialist	2	2.0
CAHSEE Specialist	1	1.0
Counselor	5	5.0
Curriculum Specialist	4	4.0
Educational Advisor	2	2.0
IEP Coordinator	1	1.0
Lead Teacher	4	4.0
Librarian	1	1.0
School Psychologist	5	5.0
Social Worker	2	2.0
Speech Teacher	4	4.0
Technology Specialist	1	1.0
Testing Coordinator	1	1.0
Transition Counselor	3	3.0

Parent Involvement

Parents are encouraged to attend parent-teacher conferences, IEP meetings, sporting events, drama productions, awards assemblies, art shows, and other social, cultural, and educational events held at the school. Parents also have opportunities to attend events held off campus. One popular event is the monthly ASL storytelling program established in partnership with the local Barnes and Noble bookstore.

Opportunities exist for parents to volunteer in classrooms and to take American Sign Language (ASL) classes in English or Spanish. Ongoing communication with parents is a top priority at the school. To that end, CSDR produces a monthly newsletter and maintains a website with an events calendar and information on all school programs and activities. CSDR provides parents direct access via the Internet to class assignments, grades, and attendance records via PowerSchool, the school's student information system. Parents are encouraged to join organizations such as:

- CSDR Community Alliance Network
- Friends of CSDR
- Community Advisory Committee
- Parents and Staff Working Together
- The CSDR Alumni Association

Parents are an integral part of the school community. Their involvement is important and greatly appreciated.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the California School for the Deaf, Riverside office at (951) 248-7700.



School Facilities

California School for the Deaf, Riverside was originally constructed in 1952 and is situated on 67 acres. The school is comprised of 90 classrooms, 15 residential buildings, a gym, a cafeteria, a student library, a teacher resource library, a health services building, a Career/Technical Education building, a television studio, and an administration building. There are computer labs in all of the residential buildings, in the CTE building, in each of the schools, and in the television studio. The elementary school was modernized in 2005, and the high school was modernized in 2007. Students also utilize the school's baseball field, football field, track field, softball field, and swimming pool.

New lockers were recently installed in the high school. Walkways were repaired and new lighting was installed in parking lots. The swimming pool was modified to comply with the VGB pool safety act. The administration offices for the Special Needs School and the curriculum specialists' building were renovated. Improvements have been made in storm drainage and irrigation systems. ADA compliant hardware is being installed on all doors as part of a major project to recore all door locks. Construction began in 2008 to replace the residential dormitories for all age groups. The first five cottages (dormitories) were completed in the summer of 2010. Construction of an additional five cottages is underway and is due to be completed in October of 2011. A new multi-purpose activity center for elementary and middle school students was completed in December of 2009. The building includes basketball and volleyball courts, locker rooms, a stage, a classroom, and a concession stand.

The facility strongly supports teaching and learning through its ample classroom and recreational space. The chart displays results from the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 1/15/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)		X		Many windows need abatement for lead and asbestos. Currently training in-house crew to abate and replace windows. Upgrading and installing additional fire safety devices and improved equipment. Should be completed by August 2011.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

The principals work daily with the full-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

School maintenance staff ensures that the school is kept in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Deferred Maintenance Budget

The school does not participate in the State Deferred Maintenance Program.

Safe School Plan

Safety of students and staff is a primary concern of California School for the Deaf, Riverside. The comprehensive Safe School Plan was developed by the school to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The school plan includes the following requirements of SB 187: current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

The school evaluates the plan and updates it as needed. The plan was last updated and reviewed with school staff in April 2011. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff throughout the school year during various safety training opportunities and emergency drills.

School Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2008-09 school year. *Expenditure data from the school was not provided at the time of publication.*

School Revenue Sources

In addition to general state funding, California School for the Deaf, Riverside receives state and federal funding for the following categorical funds and other support programs:

- Career/Technical Education
- Student Transportation throughout Southern California
- Textbooks and Instructional Materials
- Transition Partnership Program
- WorkAbility Program

Teacher & Administrative Salaries as a Percentage of Total Budget

Because the school is a single-site, State Special School, the comparison of teacher and administrative salaries is not required. Detailed information regarding salaries may be found at the CDE Web site.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

Average Teacher Salaries	
School & State	
School	\$59,178
State	*
Percentage of Variation	N/A

**State data was unavailable at the time of publication*

Data Sources

Data within the SARC was provided by the California School for the Deaf, Riverside, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

